

Montana Behavior Initiative

High School Forum Workbook

November 19, 2013

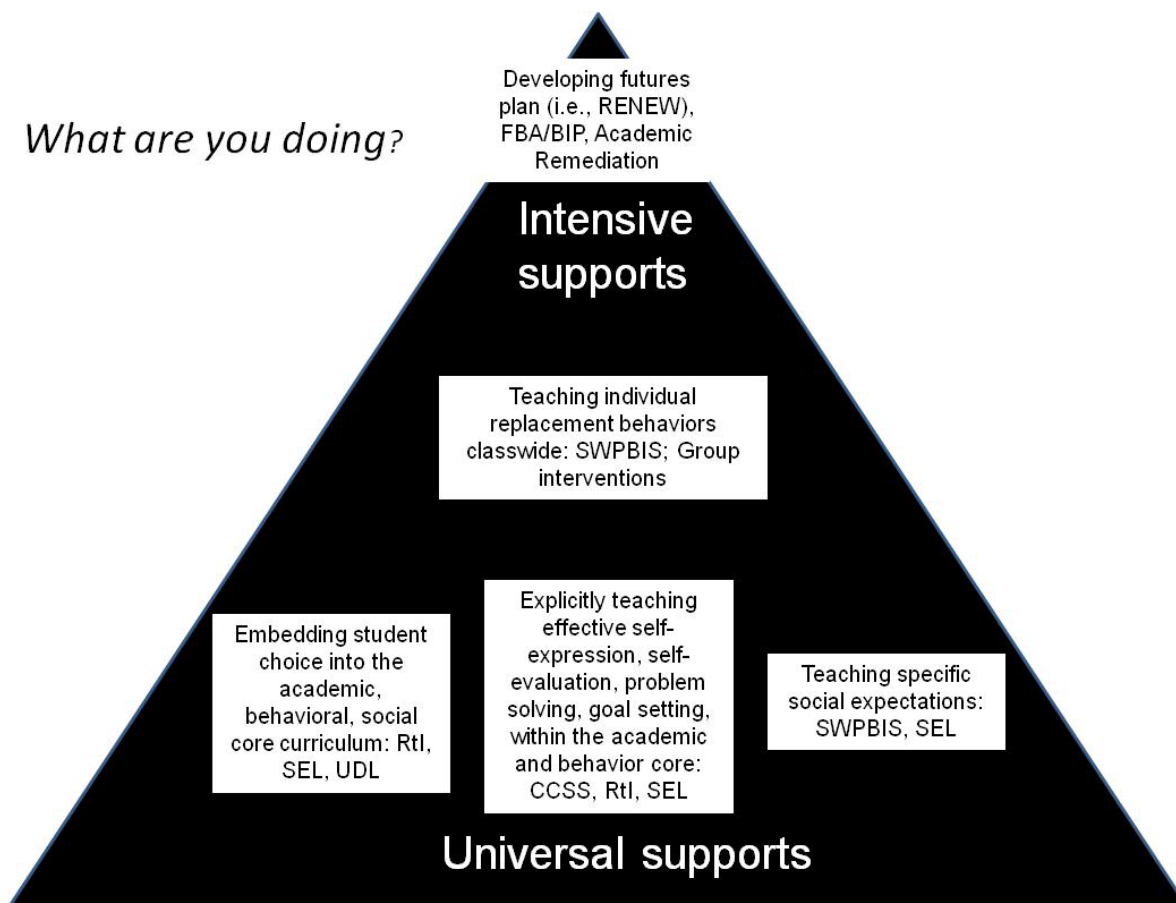
Hank Bohanon
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Please feel free to use these materials. Please let me know if they are helpful to you and how you use them to support your efforts.

I. Essential Features of PBIS in High School Settings

Enduring Understanding: Be able to identify the components of developing an effective high school climate.

Essential Questions: Why is it important to take your time when implementing supports?
What are you doing while you are taking your time?



Bohanon, H., Castillo, J., & Afton, M. (In Submission). Embedding self-determination and futures planning within a schoolwide framework.

Note. 9th and 10th grade students are expected to express themselves effectively and develop rules for collegial discussions and decision making when working with peers (CCSS.ELA-Literacy.SL.9-10.1 and CCSS.ELA-Literacy.SL.9-10.1b). Learning how to develop and evaluate a plan by gathering information (problem solving) is directly related to standards involving writing (CCSS.ELA-Literacy.WHST.9-10.5 and CCSS.ELA-Literacy.WHST.9-10.8). Skills related to self-advocacy (e.g., making your point effectively) are related to anchor standards for college readiness (CCSS.ELA-Literacy.CCRA.SL.1 and CCSS.ELA-Literacy.CCRA.SL.4.). Addressing the key standards may be one effective way to encourage participation in self-determination supports.

Exploring Some Montana High Schools

What is working well?

- District level support in place
- Use of Safe Schools grants to funding coaching
- High levels of implementation
- Office Discipline Referrals are going down in some cases
- “My Voice” connecting student voice with school climate
- Adjustments to climate based on student input (e.g., facilities)
- Expectations are “branded” in the community
- Great staff, teachers, great students
- Universal supports in place (e.g., expectations and posters)
- Positive discipline model protects student dignity
- Reminders for student expectations in school announcements
- Teaching matrix in place
- Some acknowledgments in place for students
 - Weekly and monthly awards, photo walls of recognized
- Access to schoolwide data system (e.g., SWIS)
- Braiding of RtI and MBI teams and initiatives
- Connecting Multi-tiered supports with Professional Learning Communities
- Alignment of core curriculum
- Increased student engagement (e.g., belonging, being a part of school)
- Focus on improving effective classroom practices
- Understanding that change in HS takes 3-5 years
- Taking at least a year to plan before roll out
- Building more intensive programs (e.g., secondary, tertiary supports) off of solid core (e.g., universal, schoolwide supports)
- Engaging content and instruction decreases problem behavior
- Teams coming together to support schoolwide efforts
- Leadership teams involve department heads
- Training teachers on practices to support buy-in, before rollout (e.g., teaching expectations)
- Other:

Next Steps

- Refresh new teams members on key ideas for MBI
- Connect PBIS/MBI practices with high schools (e.g., need for more examples)
- How to be more proactive in relation to discipline
- How do we go deeper with schoolwide supports in classroom settings?
- Buy-in and ownership for schoolwide supports from staff and students
- What does MBI look like with a small/large staff?
- How to address behavior from students from dynamic homes/backgrounds (e.g., group homes, conflict, mobility)
- Need for more high school specific acknowledgement practices/examples, from other schools
- Identify and support classroom practices that are effective
- What does acknowledgment look like for high school settings?
- How to develop small starts that lead to effective outcomes
- How to improve climate of the school, this is not a jail?
- How to implement tiers I and II with limited resources (e.g., lack of access to school counselors)
- Organizing supports around tiers II and III, we some have in place, just not organized
- What are the systems around tiers II and III to make them effective?
- What are some useful tier II and III interventions?
- Deciding if student problems are based on “Can’t do” or “Won’t do”
- How teachers can respond to students with more intensive needs?
- Getting more students involved in schoolwide supports
- Addressing a need for response to students with intense behavior problems
- How to develop improved rapport with students, particularly students with intense needs
- More supports for addressing tardy to class, disrespect, defiance, electronics, bully behavior
- How to make sure MBI/RtI/MTSS is not binder on a shelf, just one more thing
- Consistency of the school safety/crisis plan – actual practice
- How do PLC’s connect with MBI, PBIS, MTSS
- How do you connect service learning with MBI/PBIS, MTSS, RtI
- Other:

Sample Interview Questions for developing buy-in (newer teams)

What is going well in your school around behavior/discipline?	
What are some of the barriers to teaching around discipline?	
What would you like to change about your job AROUND DISCIPLINE?	
Can you say anything about who, when, where, what, and why about problem behaviors and/or desirable behaviors occur in your building?	
What have you liked/disliked about staff development in the past?	

Adapted form the work of Jim Knight by Hank Bohanon (hbohano@luc.edu) and the Louisiana PBS Project

Sample Interview Questions for developing buy-in (established teams)

Please answer the questions below about PBIS.

1. What do you like MOST about the implementation of PBIS?

2. What do you like LEAST about the implementation of PBIS?

3. How do you feel the implementation of PBIS could be IMPROVED?

4. How often do you hand out wristbands?

Circle ONE: Never Monthly Weekly

5. What suggestions do you have for reinforcers (rewards) for students? (Think of things that may or may not cost money).

6. What suggestions do you have for reinforcers for teachers whose names are called when a wristband is chosen?

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Sample Results

1. What do you like MOST about the implementation of PBIS?

Have seen an improvement in student behavior (5)
Uniformity and consistency (7)
Get to meet kids they don't know
Lessons (2)
Kids pick up after themselves
Helps w/social skills
Teaches positive expectations
Wristbands (2)
½ hour of work time for teachers
Awareness of students doing positive things
Discussion of difficult topics with the kids
6-12 Building wide
See same kids every day for set amount of time
Positive behavior enforcement is more effective than negative
Kid's reaction when name is drawn for wristband
Videos
Clear consequences, good rewards
Working w/students that need extra help
The review of major issues-parking, technology, hallway decorum
No Comment (2)

2. What do you like LEAST about the implementation of PBIS?

Repetition of simple lessons (6)
Lesson effectiveness (2)
Lessons are too elementary (2)
No feedback from teachers
Read-only topics
Wish it could extend to the classroom
Not being visible in other areas than the hall
Teaching partner's lack of effort and attitude toward students
One partner does all the lessons, work, talking
Filing out the forms, forgetting about doing them (3)
Not having all the materials for the lessons beforehand
Most students have nothing to do (2)
Not everyone rewarding the same things
Students aren't taking lessons seriously (2)
Rewarding behavior that should be expected from students
Clipboards
The lessons are getting shorter
Students are still treating the positives as jokes
Kids thinking they need a wristband for everything
I like everything about it!
Teachers need to be more consistent
No Comment (1)

3. How do you feel the implementation of PBIS could be IMPROVED?

Use multimedia for lesson presentation

Expand to classroom (4)

Increase rewards

More group activities

More speakers

Change lessons, too repetitive, gear toward high school (2)

Wristband stipulations need to be more clear-teachers are handing out wristbands for behaviors not on the matrix

Shorter

How we recognize the wristband winners

Everyone following the same rules (2)

More activities to reinforce lessons

ARC Time is too long

Students have lost focus of purpose 2nd semester

More relevant movies on Youtube

Have monthly meetings w/teachers

Keep educating staff about steps to take various situations

Apply consequences withinin one day

No comment (13)

4. How often do you hand out wristbands?

Circle ONE: Never (7)

Weekly (4)

Monthly (18)

Other (3)

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More Self-Assessment Tools

Behavior See: – <http://www.pbisapps.org> see Self Assessment Survey;

Academic See:

http://www.floridarti.usf.edu/resources/program_evaluation/ta_manual_revised2012/index.html - See Tools for Examining Consensus Development

Action Plan Tuesday

Status: C= Complete, I=In progress, N=Not started

Task	Who	When	Status
Teaching expectations	Whomever wants to help	At some point	?
Fix bad behaviors	Mrs. B.	By tomorrow	Hurry!

(contact Hank Bohanon hbohano@luc.edu)

Bad Meeting Example

Team Meeting Friday!!!

We will be discussing the following agenda items:

- Problems
- Ideas

Meeting notes from Friday

3:00 – Two team members were present

3:15 – Two present team members realized that time and place had not been announced

3:20 – Announcement made over loudspeaker

3:40 – All 8 team members present

3:45 – Team had an in-depth discussion about the problems with the raffle system.

Comments included the following:

Mr. A. and Mr. B. feel that not enough teachers are using the raffle tickets, and that we should track somehow which ones are not.

Ms. C., Mr. D. and Ms. E. all feel that teachers should do this voluntarily and should not be punished for not using it. (This discussion went on until 4:05, with no resolution, when the next issue was raised).

Ms. F. commented that many times the raffles do not happen at all because there is no system for them. Ms. G. and Ms. H. offered the idea of setting up a schedule. The team debated the pros and cons of a schedule. Mr. A feels that a schedule makes things too rigid and is a problem if someone is out sick. Ms. D. agreed. Ms. G. and Ms. H. felt it would be

Contact Hank Bohanon @ <http://www.hankbohanon.net>

better than the current situation. At 4:30, Ms. H. and Mr. A. began shouting and pointing fingers at each other, at which point Ms. G. and Mr. B. stood up and called for an end to the discussion since the meetings typically end at 4:15 and more business needed to be covered.

4:30 – Mr. B. brought up the issue of having a meeting facilitator. Ms. C. told a story about one staff member who ruined a team by becoming the leader and behaving like a tyrant. Ms. D. told a story similar to that of Ms. C.

4:45 – The team agreed to disagree for the time being and set another meeting for Monday, time and place TBA.

Adapted from reality Kira Hicks, Contact Hank Bohanon hbohano@luc.edu or <http://www.hankbohanon.net>

Meeting Facilitation Rubric

Purpose

The purpose of this tool is to help guide teams in the development of methods and processes for effective team meetings.

Administration

This tool is to be administered to teams at school sites that are engaging in the implementation of approaches such as Positive Behavior Support and other three-tiered initiatives.

Timeline for Administration

This tool is completed once during the summer or early fall. However it may be administered at anytime in order to assist with action planning.

Administration Instructions

This tool is designed to be completed by the entire team based on consensus. For each of the components of team meetings, there are three categories of implementation based on a descriptive rubric. This rubric is designed to help you judge if the premise in the prompt has a status of Exceeding the Standard, Meets Standard, or Does not meet Standard as defined in the top of each page.

School Name	Date of Completion
District Name & Number	County

Category	Exceeds standard	Meets Standard	Does not meet Standard
Scheduling and communication	Notices are sent no later than two weeks in advance of planned meeting. Notice includes the date, time and purpose of the meeting. Any materials that will be necessary for the meetings are also included Follow-up notices are sent the week of the meeting.	Notices are sent two weeks prior to the meeting. The notice includes the date, time and purpose of the meeting.	Notices are sent a few days before the meeting or not at all. Meeting notice does not include date, time, location or purpose of the meeting.
Creation and use of an agenda	Internal leadership independently generates own agenda that is based on the action plan. An agenda is provided for all meeting attendees in advance of the meeting. The agenda includes a section for review of minutes and progress on the action plan from the previous meeting. All relevant topics that will be covered during the meeting are listed. The agenda includes a section for review of current data which are used for next steps. The data are prepared by the internal team. The next meeting is scheduled.	An agenda is provided for all meeting attendees that is based on the action plan. The agenda has a section for covering the minutes from the previous meeting. The agenda incorporates all relevant topics that will be covered during the meeting. The agenda includes a section for review of current data which are used for next steps. The next meeting is scheduled.	There is no agenda, or the agenda does not include minutes from the previous meeting, a list of topics to be covered, or allows time to discuss next steps and schedule the next meeting.

Category	Exceeds standard	Meets Standard	Does not meet Standard
Meeting begins and ends on-time	Attendees arrive before the scheduled meeting time and are prepared to work. The meeting ends at the pre-determined time, or in advance. Facilitator ties the problem solving process to the larger vision and outcomes.	Attendees arrive on time and the meeting ends promptly at the pre-determined time. Facilitator uses a problem solving process to guide the meeting and to handle conflicts.	The attendees arrive late, or not at all. The meeting runs over the allotted time.
Keeping the meeting on track	The meeting facilitator and the attendees strictly adhere to the agenda. Conversations are limited to discussion of agenda items. Any concerns that are not part of the agenda are noted and are covered in the subsequent meeting. Meeting attendees are respectful of time constraints. Attendees respect the opinions and suggestions of fellow participants. The meeting ends on time with completion of the action plan, delegation of tasks and scheduling of the next meeting.	The meeting facilitator and the attendees follow the agenda and are on track at least 90% of the time. The side conversations do not disrupt the meeting. The participants are respectful of one another. The meeting ends on time with all agenda items covered and the action plan completed. The next meeting is scheduled.	The facilitator and/or the attendees do not adhere to the agenda. There are numerous side conversations that undermine the focus and the tone of the meeting. Individuals freely express concerns that are not part of the agenda. The meeting runs overtime. Participants engage in the following behaviors: monopolizing the meeting, making sarcastic comments about other participants or program initiatives. Agenda items are not covered. The action plan is not completed. The date, time and location of the next meeting are not scheduled.

Category	Exceeds standard	Meets Standard	Does not meet Standard
Action plan/delegating tasks	The action plan is completed at the end of the meeting. Tasks are delegated and incorporated as part of the action plan. The action plan is updated and distributed within two days following the meeting.	The action plan is started during the meeting. Delegation of tasks is determined before the close of the meeting. The action plan is updated and distributed within five days following the meeting.	The action plan is not utilized during the meeting, nor is it updated at the conclusion of the meeting. It is unclear who is assigned to complete tasks. The action plan is not updated and distributed.
Meeting Participation	All participants regularly attend meetings and are active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). Team members represent a variety of ethnic and cultural backgrounds and are encouraged to fully participate. Data are integrated into ongoing celebrations and acknowledgments at meetings and throughout the school.	The majority of participants regularly attend meetings and are active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan). Team members represent a variety of ethnic and cultural backgrounds and are encouraged to fully participate. Acknowledgement of participation and completion of tasks occurs regularly.	Participants attend meetings on an inconsistent basis and are not active in developing and carrying out the action plan (e.g., sign up for and complete tasks on the action plan).
Dissemination of meeting notes	The meeting notes which include the date, time and location of the next meeting are distributed within two days following the meeting.	The meeting notes which include the date, time and location of the next meeting are distributed within five days following the meeting.	The meeting notes are not distributed after the meeting.

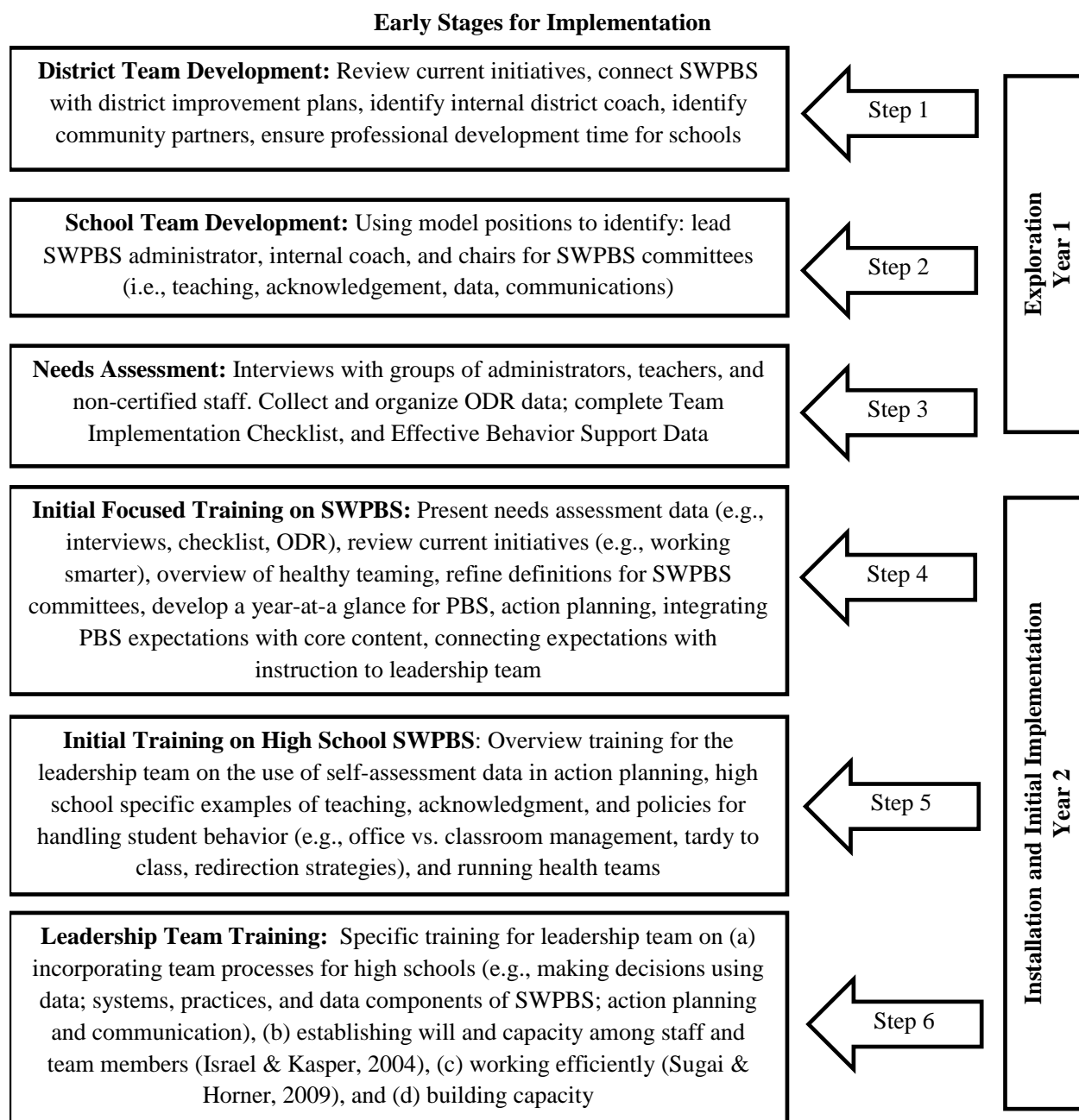
Action Plan for Updating Team Processes

Activity	Activity Task Analysis	Who	When
Scheduling and communication	a.		
	b.		
Creation and use of an agenda	a.		
	b.		
Meeting begins and ends on-time	a.		
	b.		
Keeping the meeting on track	a.		
	b.		
Action plan/delegating tasks	a.		
	b.		
Meeting Participation	a.		
	b.		

V. 1.2 Revised – Pamela Fenning, Jennifer Rose, Kelly Carney, and Hank Bohanon

V.1.3 Revised – Hank Bohanon, 06/28/2010 Loyola University Chicago

V.1.4 Revised – Hank Bohanon, 06/26/2012 Loyola University Chicago



*Figure 1. Stages for implementation. This figure provides descriptions of steps that can be taken to develop (or re-develop) support for implementation of SWPBS based on initial stages of implementation (SISEP, 2012). From Bohanon, H. & Wu, M. (In Press). Developing buy-in for positive behavior support in secondary settings. *Preventing School Failure*.*

II. Increase the Effectiveness of Core Schoolwide and Classroom Practices

Enduring Understanding: Be able to identify the components of an effective environment for high school students at school and classwide levels

Essential Question: What are the components of an effective high school environment? How do these components connect with effective classroom management?

Supportive Environments Quiz

With the following statements, decide who was the possible author (e.g., elementary school administrator, middle teacher, high school teacher, other).

1. We cheer people on all the time..We celebrate everything! Although we do have some formal celebrations, a lot of them are informal, spontaneous celebrations that cost little or no money.
2. We catch people doing things right and accentuate the positive by praising them.
3. [After problem] I watch him or her closely so that, as soon as possible, I can catch the person doing something right.
4. People listen to you because they trust you, not just because of your authority.
5. Culture defines what “Doing the Right Thing” means in a group, it makes dealing with expected behavior “not personal.”
6. Our core values include: Pursue Growth and Learning, Be Passionate and Determined, Be Humble

LESSON PLAN OVERVIEW
BIOLOGY
Week of September 1, Periods 1,2,4,5,7
By BK

Themes: Welcome students;
Begin to set climate of class (i.e. a climate of safety and learning);
Introductions and overview of class, expectations and routines;
General introduction to science and to “science in the news”.

Monday, 9-01

No School - Labor Day Holiday

Tuesday, 9-02 (modified schedule)

1. Welcomes students.
2. Introductions - introduce self ; have students introduce the student next to them by first interviewing him/her (using prompts listed on transparency) and then introducing them to the class. (*transparency: listing interview questions*)
3. Present a general overview of the class. (refer to *transparency*).
4. Explain what supplies students are expected to bring with them daily. (*transparency: listing supplies*).
5. Distribute and have students complete the *student profile forms*.
5. Sign programs
{materials: transparencies; student profile form; programs}

Wednesday, 9-03 (advisory schedule)

1. Welcome any new students. Sign programs.
2. *Bell ringer*: have students complete a chart [refer to *transparency* which lists the 4 school wide areas of expectations: (1) be respectful; (2) be academically engaged; (3) be responsible; and (4) be caring.] Ask students to list the things they can do to meet each of these areas. Then ask students to list the expectations they will have of me as teacher in each of the areas.
3. Ask students to present their lists and compile one master list for class (on easel paper)
4. Distribute and review list of class rules.
5. If time allows: Prompt students to brainstorm current worldwide science related topics. List on white paper.
Discuss each item with students prompting them to tell everything they know about the topic.
Emphasize how important science is to our every day life.
{materials: transparencies; white easel paper}

Thursday, 9-04

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1. If # 5 from yesterday was not completed have students make a list of science related news topics as *bell ringer*.
2. Relate to theme of science in the news, show video of various news clips regarding major current science related issues occurring throughout the world. Stop and start video prompting discussion of each topic. Relate to list completed by students.
(materials: video, vcr, TV, white sheet from yesterday)

Friday. 9-05

1. Distribute Biology pre-test. Explain purpose. Have students take test. {handout pre-test}

BIOLOGY SYLLABUS

Class Taught by Mr. K

September

Course Description

Biology is the study of living things. Scientists estimate that there are more than 12 million different species of organisms living on Earth today. These living organisms range in size from tiny microscopic bacteria to huge blue whales and towering redwood trees. Although they differ greatly in where and how they live, all living things share certain characteristics that make them different from nonliving things. These characteristics include the ability to reproduce, to grow, to develop, to use energy, and to respond and adapt to changes in the environment.

Course Objectives:

By the end of the school year you will be able to demonstrate a good understanding of the principles, processes and vocabulary related to the following areas:

1. Important life processes;
2. Scientific inquiry and investigation, including the scientific method;
3. The cell, including cell theory, cycle, structure, processes, growth and division;
4. Biochemistry;
5. Ecology;
6. Energy processes, including photosynthesis, ATP and cellular respiration;
7. DNA and Genetics;
8. Reproduction;
9. Classification;
10. Evolution;
11. Other current science, research and related issues;

Required Texts, Materials, and Supplies

Text: BIOLOGY, The Web of Life By Scott, Foresman, Addison Wesley

Materials and Supplies

- (1) Notebook (3 ring binder);
- (2) Pens, paper, pencils;
- (3) Other items supplied by the school, I.e. colored pencils, dividers, markers, construction paper, rulers, microscopes, videos, lab materials and supplies, pictures, newspapers, journals, magazines and other scientific publications

Class Format

*Bell ringers	*Lecture	*Demonstration
*Individual, pair and group work	*Reading	*Written class assignments
*Note taking	*Homework	*Lab activities
*Reports (written and oral)	*Presentations	*Vocabulary work
*Science notebook	*Interactive dialogue, discussion, debate	
*Tests and quizzes	*Research paper	*Extra credit assignments

As indicated by the above list, the class format will emphasize and incorporate reading, writing and higher order thinking skills.

Classroom Rules and Expectations

You Will::

1. Follow the Uniform Discipline Code;
2. Follow the classroom expectations (see attached lists)
3. Maintain good attendance; **[Unexcused absences WILL LOWER YOUR GRADE]**

# of days absent *from 9/2/03 to 1/30/04	Highest possible grade for Semester One
Less than 9	A
9	B
10 - 13	C
14 - 17	D
18	F
*the same policy applies to Semester 2, just change the	dates from 2/2/04 to 6/22/04

Grades

Grades will be determined by the percentage of total points accumulated. Grades will be given as follows:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Below 60	F

Notebook (10% of grade)	Performance Points (25% of grade)	Academic Points (65% of grade)
Organization of all work	On time for class Prepared for class	Tests Quizzes
Neatness of papers	Behavior	Activities and projects
Ownership of notebook: Evidence of individuality	Participating in class discussions and assignments	Class work and homework

- * There will be no exceptions to the grading policy. Tardiness, cutting and inappropriate behavior will have a big effect on your grade.
 - * Chapter tests and quizzes: material will come primarily from assigned readings, lecture notes, lab work, and other assignments as announced.
 - * Assignments MUST be legible or they will be returned without a grade.
 - * Semester tests: will be comprehensive.
 - * Make-up tests: For excused absences only , must be taken within three days of the student's return to school.
 - * Late work: Work that is late, due to an excused absence or other approved reason, will be accepted within one week of the due date. Grade may be lowered one step.
- NOTE: If absent, it is the **student's responsibility** to find out what he or she has missed .

- I have read the syllabus for Mr. K's class. I understand the content of the syllabus and agree to abide by the rules, expectations and other items outlined in it.

Signature

Date

Period

CLASS EXPECTATIONS

As prepared and listed by students on in

Mr. K's BIOLOGY CLASSES

RESPECT

TREAT OTHERS THE WAY YOU WANT TO BE TREATED

Be polite to each other:

- Don't make fun of other people

- Listen to others

- Respect other people's opinions

- Respect other people's belongings

- Don't interrupt others

Enter and leave the room without pushing or yelling

Raise your hand before talking

Follow rules

Do not disturb the class

Use proper language - No profanity - It's not just what you say but how you say it (tone of voice, inflection)

No rude nonverbal body language - I.e. rolling eyes; slouching; loud sighing

ATTITUDE

ACADEMICALLY ENGAGED

COME TO CLASS WITH CONFIDENCE

Work hard

Do your best

Come prepared for class:

- Bring assigned completed work

- Bring needed supplies

Complete all assignments and do it on time

Be organized

Take notes

Ask questions

Listen

Participate in activities, discussions

Work with and help others

Pay attention

Come on time

Use the library

Discuss and debate

Learn how to communicate

Study
Raise your hand before talking
ATTITUDE

RESPONSIBILITY

TAKE RESPONSIBILITY FOR YOUR ACTIONS
Do your best
Show respect to others
Wear ID (visible)
Follow dress standard
Be on time
Listen
Listen before acting
Copy down assignments
Complete assignments
Come prepared for class
Keep track of things
Take care of books, supplies, classroom
Return supplies and other borrowed items
Help others
Attitude
BE HONEST

TEACHER

BE A ROLE MODEL - SET A GOOD EXAMPLE
Be polite
Be on time
Come prepared with completed lesson plan
Give meaningful work
Respect students
Respect the opinion of students
Be fair to all students
Treat all students equally (don't play favorites)
Pay attention to students
Make eye contact with students
Listen to students
Listen to suggestions
Help students
Answer questions
Don't use put downs
Don't use profanity
Stay calm; don't yell; control anger
Give advance notice of assignments and tests

Contact Hank Bohanon @ <http://www.hankbohanon.net>

Grade papers and tests on time
Grade "right" (fairly)
Watch body language
Maintain a clean classroom
Remember that "things go both ways"
Treat students as young adults
ATTITUDE

BUILDING EXPECTATIONS

Sample Lesson Plan

Objective: Students will be able to identify and demonstrate respectful behaviors in common areas when presented with a role play situation.

Expectation: Be Respectful

Location: When talking with adults in hallways, classrooms, and assemblies.

Activity: Role play either with students or staff

Why this is important: Ask *“Why is being respectful to adults important?”*
(Sample responses include: People treat you the way you treat them, its nice, everyone is happier)

Negative Example:

Ask *“What does it look like to be disrespectful to adults?”*

(Sample responses include: yelling back, screaming, cursing, continue to talk)

Positive Example:

Ask *“What does it look like to be respectful to adults?”*

(Sample responses include: listening while others talk, using inside voice,

Practice:

Students practice negative example first then positive. Tell the students,

Say *“We are going to practice the wrong and the right way to _____. First, you are going to show us what being disrespectful looks like in _____. Then, we are going to practice it the right way.”*

Say *“Remember not to do anything that will get you sent to the office or sent home. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”*

How will you know they have learned the skill?

“OK, great job! We will be looking for these sorts of behaviors in the fall. If you follow these expectations, you will have a much better experience at Senn. Thank you and good night Las Vegas.”

Next Steps: Practice or discuss other situations *“what should you do if asked for your ID in the hall?”*

BUILDING EXPECTATIONS

Sample Lesson Plan

Objective:

Expectation:

Location:

Activity:

Why this is important:

Negative Example:

Positive Example:

Practice: Students practice negative example first then positive. Tell the students, “Remember not to do anything that will get you sent to the office. Also, remember when I raise my hand you are to stop what you are doing! When I raise my hand what are you to do?”

How will you know they have learned the skill?
(short term and long term)?

Next Steps:

Checklist for teaching expectations

Activity for teaching _____ (list the expectation being taught)	Yes= 2 Good Start = 1 No = 0 Comment for additional practice
Was the schoolwide expectation explicitly stated?	
Was the location where the behavior is to be carried out identified?	
Was the teaching method clear (e.g. discussion, role play)	
Was a prompt given to discuss why this expectation was important?	
Were students asked for negative examples of the expectation?	
Were students asked for positive examples of the expectation?	
Were the students allowed practice the negative, then the positive behavior?	
Did the teacher pre-teach prompts (e.g., when I raise my hand, stop yelling), to stop inappropriate role play (e.g., show what ... does not look like) and were limits of behavior set?	
Did the teacher pre-teach limits for the negative role play (e.g., remember not to do anything that will get your thrown out of class)?	
Were the students provided with feedback about their performance and perhaps additional practice in another situation?	

Total Points: _____ **Teacher's Name:** _____
Percentage: _____ **PBS Consultant:** _____
Teacher has reached a proficiency level of 90% or better _____
Yes/No

Acknowledging Students for Good Behaviors

- Try to use a 4 to 1 ratio of positive to corrective comments in the classroom
- Be specific : “Thank you for being respectful and handing me your ID when I asked for it”
- Recognize students immediately after a good behavior
- Be genuine: Convey sincerity with tone of voice and body language, message, and choice of behavior to acknowledge (avoid patronizing students)
- Use vicarious reinforcement: acknowledge a student who is meeting your expectation when others are not: “I really appreciate how productive group one is being right now, you all have your books open and are taking notes”
- Make the activity relevant: If the content of an academic activity is meaningful and interesting for students, it is rewarding for them to behave well and participate. For example, for math class, allowing them to complete word problems to figure out how to save money for a video game system (Xbox, Playstation, etc.)

Pop quiz: What do you have available to you that would help you reinforce students in a specific, immediate, genuine way? (Hint: Think School Store)

Types of acknowledgement:

Immediate/Frequent:

Intermediate (weekly?) – homework example

Large scale, school spirit oriented (school picnic?)

Reinforcement Planning Matrix

TYPE	WHAT IT IS	WHEN WILL IT HAPPEN	WHERE CAN/WILL IT HAPPEN	WHO WILL BE IMPLEMENTING	NOTES
High Frequency "GOTCHAS"					
Unpredictable/Intermittent "BOOSTERS"					
Attention Grabbing "Celebrations"					

Based on the work of Steve Romano

Link to Sample Acknowledgment Matrix:

[http://hankbohanon.net/userfiles/High School PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20BJ4%20.doc](http://hankbohanon.net/userfiles/High_School_PBS/Presentations/Acknowledgement/Sample%20school-wide%20reinforcement%20plan%20PD%20BJ4%20.doc)

Professional Development on Redirection

- Think off a student who is off task
 - What might they be doing that is okay?
 - If a student was in a white shirt but did not have out an ID, what could you say first before asking about the ID?
- When stopping a student in the hall, what happens when you don't use the techniques below?
 - **Use privacy, eye contact, and proximity** when correcting
 - **Start with something positive** – what are they doing right? Or what is the student next to him doing that is right? Praise that behavior specifically.
 - **Assume the student did not know the expectation** (assume innocence until proven guilty)
 - **Use humor** – this is not sarcasm (e.g., you know, some times my arms just fly around too, are you OK now? – Is this really being safe in the hall?)
 - **Stay out of content** when you ask for something or give a direction. When the students says “why” or “who are you” then simply wait a moment and repeat the direction. You must be willing to wait it out, if not, do not use this!
 - **End with a teachable moment**, “Was that an example of being safe?” “What did you need to do instead?”
- When attempting to redirect groups, have you tried the following?
 - **Acknowledge those who are on task.** When the rest come back, thank them. The same can be done for individual students: look for anything they are doing right, and point that out. When they stop problem behavior, thank them for their self-control without having to be told (Hint: Start with something positive).
 - **Stop, wait** for instructional control, **remind and re-teach** expectations.

Components of Effective Classrooms

Below, as a team, describe some “High Five” for your team based on what you are doing well. Identify at least one specific action step to address an area of need for improvement in a least one area.

Maximized Structure

Post, teach, model reinforce expectations

Active engagement

Variety of ways to acknowledge

Continuum of ways to respond

(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

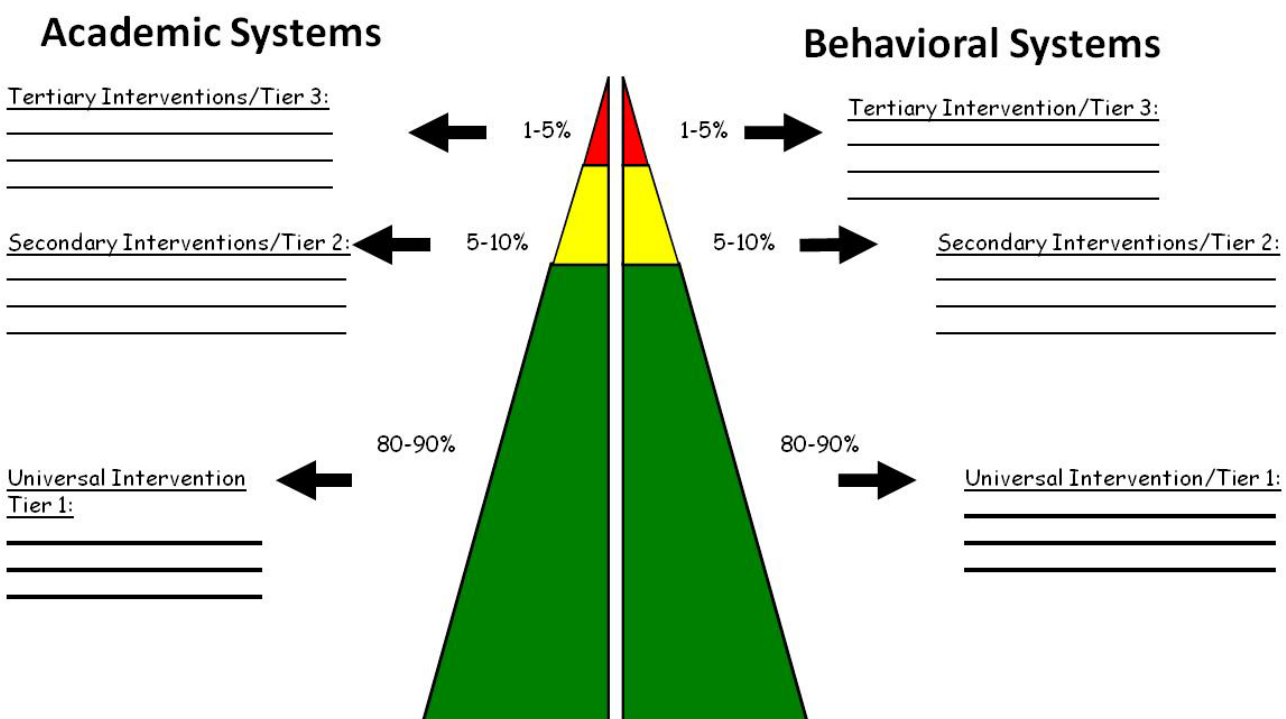
III. Preparing for Students With More Intensive Support Needs

Enduring Understanding: Be able to identify the components for preparing for tier II and tier III. Match interventions with supports needed for students.

Essential Questions: What are the components of effective secondary and tertiary teams at the high school level? What are the systems, practices, and data?

ACTIVITY

Designing School-Wide Systems for Student Success *A Response to Intervention Model*



Contact Hank Bohanon @ <http://www.hankbohanon.net>

Working Smarter (Sugai, 2008)

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP

Link to blank file:

[http://hankbohanon.net/userfiles/High School PBS/Presentations/Team Development/
Working Smarter Matrix from 1\[1\].07 Manual.doc](http://hankbohanon.net/userfiles/High%20School%20PBS/Presentations/Team%20Development/Working%20Smarter%20Matrix%20from%201[1].07%20Manual.doc)

Examples below can be found at <http://www.hankbohanon.net> (Resources)

Working Smarter

Initiative, Project, Committee	Purpose	Outcome	Target Group	Staff Involved	SIP
Tier 1: Behavioral and Academic Systems					
<u>Core math curriculum and assessment</u>	Raise math scores. Provide unified core, improve critical thinking skills	MAP data, ISAT, Unit tests, check ups (quiz)	All students	Math department KLN MC2	Goal 2
<u>ACHIEVE</u>	Raise reading levels, provide differentiated instruction in informational text	MAP, ISAT, ACHIEVE report, Explore	All students	Reading, science, social studies MAB	Goal 1
<u>ST Math - and</u>	Basic skills for all students	MAP data, ISAT, ST math reports, pre and post tests	All students	Math department KLN MC2 Tech coordinator	Goal 2
<u>Extension time</u>	Targeted improvement for specific skills and differentiation	MAP data, ISAT, pre and post tests (specific skill test)	All students	All content area teachers and special education	Goal 1 and 2
<u>SWE -</u>	Improve student behavior through positive supports, improve school climate for everyone	Office discipline referral rates, my voice my school	All students and staff	DES, SNB, ZPCD, RAM, RFW, KLN, PJF	Goal 3
<u>Olweus (e.g., class meetings)</u>	Decrease bullying at schools	Office discipline referrals	All students and staff	MC2, MAB, BB, VB, DS, EN, RR, EM, ED, MM	Goal 3

Working Smarter (Modified from Sugai, 2008) – Tier II

Intervention	Purpose	Target Group	Staff Involved	Data used to identify and monitor progress
Behavior Education Program	<p>Decrease the instructional “punishers” a student is experiencing by providing: explicit instruction in organizational and self-management skills, and homework completion assistance</p> <p>Increase positive adult interaction and specific behavioral prompts through use of the HS-BEP Card, a daily behavior report card.</p>	<p>Freshman or Sophomore students</p> <p>Student is engaging in problem behavior, but no “crisis” behaviors.</p> <p>Student is placed at appropriate instructional level for academic courses (math, reading, history, etc).</p> <p>Student is not achieving at least a C in core classes due to lack of, or poor quality completion of: class/ homework, tests, or class projects.</p>	<p>Mr. S. Administrator</p> <p>Ms. G. General Education Teacher</p> <p>Mr. T Special Education Teacher</p> <p>Mr. L Social Worker and Mr. Q. Psychologist</p>	<p>Academic testing (PSAE, etc)</p> <p>Examine academic records</p> <p>Report cards and/or progress reports</p> <p>Attendance</p> <p>Office Discipline Referrals</p>

Link to Behavior Education Program:

<http://miblsi.cenmi.org/LinkClick.aspx?fileticket=XqRfz3O9AFo%3d&tabid=1855>

IV. Structured Conversations

Structured Conversations

High schools that are implementing Positive Behavioral Supports and Interventions (PBIS) often have minimal contact with other schools going through the same process. This activity provides the opportunity to talk with members of school teams regarding their experience with the implementation process.

Directions: At your table, you will find blue and orange color paper strips. If you have had multiple years of experience implementing Positive Behavioral Interventions and Supports (i.e., MBI) within your school, please take one blue strip. If you are new to PBIS, please select an orange strip. Form groups of approximately five individuals with the following criteria.

- Each group should have at least one person with a blue strip (experienced with PBIS)
- Each group should have multiple people with orange strip (new to PBIS)

Please use the questions below to guide your discussions around the specific topic. Feel free to generate your own questions as well- this is a great opportunity to hear specific details from those who are implementing and those trying to implement PBIS. Each specific topic has been allocated 20 minutes for this discussion activity.

Topic	Discussion Questions
Developing Staff “Buy-In”	<ol style="list-style-type: none">1. How has your school PBIS leadership gathered information on staff concerns about student behavior and implementation questions regarding PBIS/MBI?<ol style="list-style-type: none">a. How was this information collected?2. How did you use the information collected from staff to communicate that PBIS/MBI can address the needs of the school?3. How have you piloted PBIS/MBI implementation (e.g., within a specific grade level or within a specific setting)4. What worked for you in developing staff “buy-in”? (either for PBIS implementation of another initiative)5. What might you do differently next time to develop staff “buy-in”? (either for PBIS implementation of another initiative)6. Other questions you might have...

Team Development	<ol style="list-style-type: none"> 1. Does your school PBIS/MBI leadership team represent the constituency of your school (e.g., general education, special education, administration, multiple grade level or content area representation, etc.)? 2. How did your team prepare for working together effectively as a team? (e.g., setting norms, setting goals, communicating a common vision, setting schedule) 3. How does your team use data for decision making? (e.g., student discipline data, implementation data) 4. What is working well for your team? 5. What are your suggestions for improving leadership team development? 7. Other questions you might have...
Teaching and Acknowledging Behavior Expectations	<ol style="list-style-type: none"> 1. How did your school implement teaching of behavior expectations? (when did this take place, who was involved, how was teaching done) 2. How did you prepare staff for the teaching of behavior expectations? (teaching how to teach the expectations, preparing lessons, practice teaching, providing feedback) 3. How do you get students involved in the teaching of expectations process? (student input, feedback on effectiveness, involvement in teaching the expectations to others) 4. How has your school implemented acknowledgement systems for students engaging in behavior expectations? (high frequency systems such as tickets or behavior slips; and/or large scale systems such as public awarded certificates, dances, movie nights, grade level or team group contingencies) 5. How did you prepare staff for the acknowledgement systems? (teaching how to acknowledge, when to acknowledge, how the ticket exchange system works, practice acknowledging with specific praise, providing feedback to those who acknowledge students) 6. How do you get students involved in the acknowledgement process? (student input, feedback on effectiveness, involvement in acknowledging others) 8. Other questions you might have...

Advanced Tiers of Support	<ol style="list-style-type: none">1. How do you organize your teams for tier II/III supports2. How are students identified as in need of more intensive supports?3. How do you monitor student progress?4. What types of tier II and III interventions are you using?